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University of Oregon

The choice of a calling

Eugene, Or.

[1913]

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The choice of a calling; a booklet issued by the university for the information of the high school students of the state. Eugene, Oreg., University of Oregon [1913]

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IN EXCHANGE

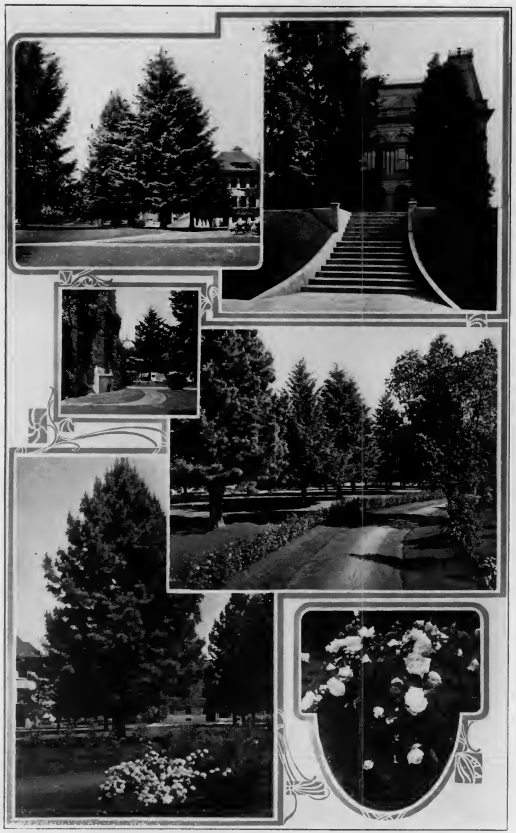
Choosing a Calling.

PUBLISHED BY THE
UNIVERSITY OF OREGON
EUGENE, OREGON

THE CHOICE OF A CALLING

A BOOKLET ISSUED BY THE UNIVERSITY
FOR THE INFORMATION OF THE
HIGH SCHOOL STUDENTS
OF THE STATE

Published by the
UNIVERSITY OF OREGON
Eugene, Oregon



LITTLE GLIMPSES INTO CORNERS OF THE CAMPUS

The Choice of a Calling.

Men at some time are masters of their fates:
The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings.
—Julius Caesar.

THE HIGH SCHOOL GRADUATE'S PROBLEM.

"I finish high school in June; what shall I do in September?"

Repeatedly each year this question is heard from Oregon boys and girls. The purpose of this booklet is to suggest possible answers. It is addressed in particular to seniors and juniors in the high schools of the state.

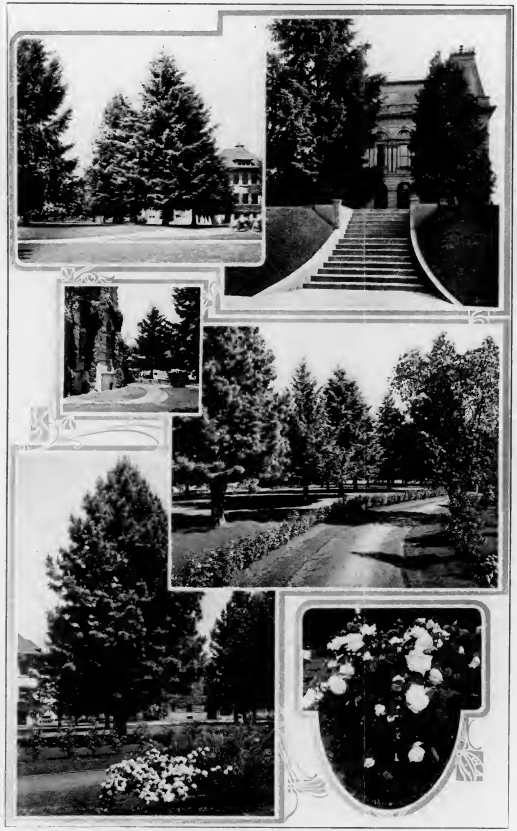
Many of you seniors feel that your school days must end with graduation next June. You have already spent not fewer than ten years with books and blackboards. "It is time to begin earning," you say. Others of you, however, feel the need of additional preparation for what you hope will be not less than a half century of active service. For each class equally, this booklet is intended.

AT THE PARTING OF THE WAYS.

The choosing of a means of livelihood is a very serious step. Only the fortunate few have marked aptitude and interest in any specialty. Commonly during high school days the student does not know what his real powers may be, or in what work he will find greatest success and truest happiness. Still, the choice should not be put off until late, for this is an age of specialization and expert service in which the greatest rewards are usually reserved for those who have devoted sufficient time in early life to special preparation for specific work. High school seniors and juniors, therefore, are drawing near the parting of the ways when the choice of a calling should be made.

WHY THIS OFFER IS MADE.

The state of Oregon provides special training for many callings. It does so for two reasons. One motive is to make available for all the young persons of the state equally the opportunities that otherwise might be available only for the wealthy. The other motive is to benefit the general public that does not go to college. The laborer, for example, demands that the physician upon whom he will have to depend



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in time of illness shall be adequately trained to cure, not kill. A need of fewer but better trained lawyers is felt, of abler newspapermen, of teachers more highly educated, of more learned and inspired ministers, of men in public life with better understanding of the public needs and with higher ideals, of business men with broader vision; of abler men in every occupation. Whatever calling you may enter, therefore, agricultural, business, educational, or professional, the state, the average citizen, your future client, patient, student, patron, congregation, or customer, wants you to prepare yourself to give the best and most efficient service. With this in view, the taxpayer offers you free of charge the use of facilities that in an endowed or private institution would cost you heavily.

FEW COLLEGE MEN FAIL

Not all college graduates become great. To the end of the world native ability will count for much, and an imperious purpose will surmount obstacles. But why start under a handicap? Of the persons in America who have attained sufficient prominence to be included in Who's Who, 69.76 per cent had the advantage of college training, or seven out of every ten, in spite of the vastly superior number of those who have not gone to college. Few college men really fail in life.

OPPORTUNITY FREELY GIVEN.

The University of Oregon is supported by the people. It has one reason for existing—that it may serve the people, especially the young men and women of the state. It offers you four years of study virtually without tuition fees, under the most inexpensive conditions of living: study of a kind designed to equip you most adequately to make a success of occupations pursued within the state. You are old enough to begin to know what you can do best; you are young enough to feel there is no calling closed to a young American with will power and energy. This is the rule of success—select that thing to do which you can do best. Do not ask so eagerly "Does this, or that, or the other pay well?" The man at the top does well in any calling; the man at the bottom comes to disaster in any calling; the man at the middle in any calling

THE PEOPLE'S UNIVERSITY

The typical Oregon boy comes from a family that is not afraid of work. He comes to a working institution, and expects after graduation to work for a living. The young men in this picture are turning in to help the University Y. W. C. A. build a bungalow club house for women. The "Bungalow" is now built and is a source of pride to the University women.

is engaged in the world-old struggle to make ends meet. Select the calling in which you feel you can do the best work, and then as to the obstacles to your entrance into that work—surmount them. If you are young, if you have no wife or family dependent upon you for support, if your health is good, if your will is strong, then every profession or business is open to you. Present financial obstacles should not count.

IT CAN BE DONE.

The achievement of four years of additional preparation at the university of your state, Oregon boy and Oregon girl, is not such a big undertaking after all. Is it a problem of the family pocketbook? Well, half the men and women at the state university are working their own way through in all or in part; are they more capable than you? Often the men and women students who count the most, who stand highest among their fellows, and who get the most coveted college honors, are the men and women who are working their way.

This booklet, carefully read, may be of help to you in choosing a

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BETWEEN CLASSES

Five minutes in the Oregon sunshine before the bells announce another hour of stiff mental work. Department of Economics and School of Education upstairs to the left.

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Vocations for Men.

(By Eric W. Allen)

BUSINESS.

A goodly proportion of the high school graduates of this year will, and ought to, go ultimately into business. The state needs able, energetic, broadminded business men, men who have studied the science of commerce and who can do more than copy what their fathers have done. No work has more prestige at the University of Oregon than the thorough courses in Economics. the science upon which

NO SUCCESS WITHOUT STAMINA

These young men, fine examples of health, have had the advantage of the most expert physical training. Every student comes under the personal care of William Hayward, the well known physical director (at the left) and Hugo Bezdek, the famous University of Chicago trainer and coach (at the right). No one can so thoroughly influence a boy in the right direction as his athletic instructor, and these two men are a power for good.

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the executive in special lines whose powers are backed by a knowledge of chemistry, physics, or any of the branches of modern science, as the case may be. The demand for university trained experts, cost accountants, statisticians, salesmen, office managers, department heads, bank examiners and the like is greater than the universities of the country are able to supply. One university reports that its young men averaged more than $1,000 in salary the first year and that their average increase in earning power was 97 per cent. in six years. The future in business belongs to the trained man.

A university education should be regarded as a profitable investment by the intending business man. The commercial or financial leader of the future in Oregon will certainly require most or all of these qualities: he will have to be farsighted; he will have to think fast; he will have to think accurately; he will have to possess a broad fund of general information on world conditions and world movements and an understanding of their principles; he will have to have poise and command over himself and over his native language. Other qualities he will have to have that a university will give him, such as balance,

"THE CLASSIC SHADES"

Quiet is essential to the highest quality of intellectual work. There is a peace and beauty about the campus of the University of Oregon that puts one into the very mood for thought and independent effort.

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It is true that the high school boy entering business at once and gaining practical experience may at the end of four years considerably outrank the wholly inexperienced university graduate just entering the field. But at the end of six years, the university graduate should be farther along than the high school graduate.

Courses in world movements; government; administration of towns, counties, cities, states, nation; sociology; civic biology; journalism; advanced English; economics; mathematics, and other branches that instill accuracy and give wide information and breadth of view are recommended for business utility. Under the heading "School of Commerce," the University of Oregon catalogue says: "The different branches of the public service, like the civil and consular service, and the various lines of industrial and commercial pursuits, such as banking, transportation, domestic and foreign commerce, are rapidly approximating the character of professions. To achieve the largest measure of success in these, and meet the requirements of the highest citizenship, the principles of the social, physical and mathematical sciences must be mastered and applied."

MEDICINE AND SANITATION.

Fourteen schools of medicine in the United States have gone out of existence within a year. Others are about to be snuffed out. Fewer physicians are being educated. The medical profession, through its state and national associations, has undertaken a campaign against inefficient preparation and the insufficiently prepared practitioner. The University of Oregon College of Medicine stands in the very front rank. The preparatory courses, too, have a really remarkable record in the exceptionally high rank taken by graduates who have gone to the great Eastern post-graduate schools. The University's quality as a place of preparation for physicians should be a source of pride to the state.

"All the world is sick", says the old proverb. If that is so, the world needs doctors who can cure it, not more doctors who merely treat its symptoms. The modern doctor is getting nearer and nearer to the type that tries to cure the world; he is an investigator, a life-student, a high class surgeon, an altruist in many instances. To eradicate disease is the purpose now. Mere palliatives are not what the public wants.

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THE HAUNT OF THE "PRE-MEDICS"

Historic Deady Hall, the University's first building, is now a science building. The upper two floors house the departments of biology, zoology, bacteriology and the other sciences necessary to the training of a physician of the highest type; also botany. Many a man has gone out from old Deady and swept away the prizes in great Eastern medical schools. The lower two floors are devoted to physics.

From this demand have sprung various offshoots of the medical profession. Besides the general practitioner and the specialist there are now highly paid professional health officers. There are sanitary experts, who must be graduate physicians. There is the new science of sanitary engineering. There are various medical inspectorships for communities or for the government. There are bacteriologists and medical chemists. The actual practice of medicine is becoming, except in rural districts and small towns, a practice of specialties.

It is this condition that prompts the University of Oregon to raise still further the standard of its work in medicine, although the Medical School already ranks "Class A", the highest rank—under the rating of the American Medical Association. Pre-medical college work is required prior to admittance to the medical school, and this must include chemistry, physics and biology.

The College of Medicine of the University of Oregon is in Portland—the student enters when he has finished his pre-medical course in Eugene. One hospital accommodating several hundred patients is just across the street; another with 500 beds is within five

minutes' walk. This gives the medical school all the exceptional clinical advantages that a great city affords. Practical clinical work is provided at the Multnomah county hospital, a third institution. Members of the faculty conduct clinics daily in these hospitals, the operating rooms of which receive patients from a wide area, and are scenes of operations of almost every conceivable type.

A free dispensary is also conducted by the medical school in a district abounding in cases, and the departments of medicine, surgery, gynecology, opthalmology, otology, laryngology, pediatrics and genito-urinary diseases are represented there, students being brought into actual contact with all forms of clinical work.

The faculty of the University of Oregon medical school comprises eighteen professors and nine assistant professors. The school was established in 1887. The fees for the professional courses are $150 a year, but the pre-medical college courses are given for the nominal enrollment fee required of all students. A campus of 20 acres in Portland, valued at $100,000 was presented to the school of medicine while this pamphlet was in process of preparation, and here will be the permanent home of the institution.

BANKING.

The settlement of Oregon and the great growth in the state's volume of business has produced a corresponding growth in banking; in the United States are 7500 national banks alone, and in Oregon about 80, to say nothing of the much more numerous state and private banks and trust companies. The banking of the future in Oregon will require a small army of well-trained men. The more the business of banking grows, the more complicated become the conditions surrounding it.

Four years in a university will not of course make a student a banker, or even put him into a way of becoming one. The graduate will still have to begin at the bottom. Such graduate, however, should not have to remain at the bottom or even near it, like many less fortunate fellow employes. His knowledge of banking principles, finance and financial history puts him in position to render superior service.

Among the courses at the University of Oregon that are considered of especial value to the intending young banker or bank employe are these: Money, Banking and Economic crises, Public Finance, Distribution of Wealth; and Contemporary World Politics. These courses include consideration of modern monetary systems and the economic principles underlying, principles of public expenditure, public revenue,

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VILLARD HALL

Henry Villard, the great financier, editor, war correspondent and empire builder presented Villard Hall to the State of Oregon. The upper floor contains the main assembly hall of the University where the large assemblies and academic functions are held. Below are the offices of president, steward, and registrar, the valuable Condon Geological Museum, and the Departments of Mathematics, Greek and Geology.

budgetary legislation, financial organization and public indebtedness. The principles are applied to concrete problems connected with corporations, railways, trust and insurance companies, and to persons and companies, for example, subject to the new income tax.

A similar course is of great value for students intending to become high class realty brokers, insurance men, financial representatives or the like.

JOURNALISM.

Fifth in importance among the industries of the United States according to the last census, stands publishing and printing. Nothing makes a man's limitations and intellectual short-comings so clear to all as does printer's ink. In no profession is it more necessary than in journalism to be accurately informed and soundly educated.

Within the last decade the call of the press for well educated young

JOURNALISM

McClure Hall, glimpsed through the rich foliage of the Middle Campus, is the home of the new and rapidly growing Department of Journalism, the Department of Chemistry, and the Department of Psychology. Like many things about the campus, McClure Hall has its associations and traditions. In its walls is set a marble tablet, expressing the affection of the class of '01 for Professor S. E. McClure, the beloved instructor of an elder college generation. For him the Hall was named.

men has changed to a call for young men educated in a particular way for the special purpose of becoming effective workers in the field of journalism. Already forty universities have heard this call, which originated in the newspaper offices, not on the campus. They are doing their best to answer it. The first returns, which are now beginning to come in, indicate that the universities' efforts have been more successful than they dared to hope, for their graduates and former students are proving the worth of their training, and there is not a school of journalism in the country that does not, so far as known, receive more offers of positions for its graduates than it can fill.

Journalism is an arduous profession, for which not every young man is fitted, but one which offers to men after its own heart rewards and satisfactions they could obtain nowhere else. The University of Oregon offers one of the most extensive courses in journalism in the United States.

VILLARD HALL

Henry Villard, the great financier, editor, war correspondent and empire builder presented Villard Hall to the State of Oregon. The upper floor contains the main assembly hall of the University where the large assemblies and academic functions are held. Below are the offices of president, steward, and registrar, the valuable Condon Geological Museum, and the Departments of Mathematics, Greek and Geology.

budgetary legislation, financial organization and public indebtedness. The principles are applied to concrete problems connected with corporations, railways, trust and insurance companies, and to persons and companies, for example, subject to the new income tax.

A similar course is of great value for students intending to become high class realty brokers, insurance men, financial representatives or the like.

JOURNALISM.

Fifth in importance among the industries of the United States according to the last census, stands publishing and printing. Nothing makes a man's limitations and intellectual short-comings so clear to all as does printer's ink. In no profession is it more necessary than in journalism to be accurately informed and soundly educated.

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ADMINISTRATION.

A new profession is already calling for specially trained men. Within the last few years literally hundreds of cities in the United States have altered their charters, and placed their corporate interests in charge of "city managers", thus copying a system that has proved highly efficient in Germany. In Germany a city manager who has shown special ability at the head of the government of a small city, can reasonably expect a call to the executive chair of a larger muni-

ENTHUSIASM

These young men, out on the athletic grounds, "Kincaid Field", have insisted upon a speech from the President of the University. Collier Hall and Mary Spiller Hall, in the background, are two buildings not otherwise pictured in this pamphlet.

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Knowledge of economics, political science, sociology, history, commerce and other social sciences are most necessary to succeed in these professions.

THE MINISTRY.

In the ministry, just as in other professions, the need of better equipped men has long been felt. The churches have discovered that their spiritual leaders, if they are to get the proper spiritual results, must also be community leaders.

A state university is an ideal place of training for a student contemplating the ministry. No sectarian teaching is offered at the University of Oregon, but right there lies one great advantage; the student is wholly free to acquire the breadth of view—the cosmopolitan-

HISTORIC IVY

Not in England itself do ivies and clinging vines attain greater beauty than in the mild and fecund climate of Western Oregon. Ivy on this building came from a slip cut from the vines covering Memorial Hall at Harvard University. These vines in turn grew from an offshoot of a vine at Cambridge University in England which had been growing there for at least a thousand years, its origin lost in the mists of the dark ages.

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Now, to be a community leader calls for training in social principles and a knowledge of the community's institutions. The University of Oregon has splendidly established courses that equip for civic and social life and leadership, and is steadily adding to them. The intending minister is advised to lay a thorough foundation in political science, economics, sociology, history, civic biology, journalism, psychology and public speaking, as well as in language and literature and other branches hitherto more usual in ministerial education.

The University's department of public speaking is especially effective as a portion of such preparation. It not only provides for the regular courses in debating, extempore speaking, the theory of public speaking, practical public speaking, and so on, but covers also the field of parliamentary procedure in organizing community societies and conducting public meetings. It includes, as well, a critical study of social, political and economic problems affecting the commonwealth, as a form of civic education entirely apart from the regular departments of political science. The structure, development and conservation of the vocal organs are also taught.

The absence of courses in actual theology from the curriculum of the state-supported university does not mean absence of religious life or of opportunity for religious leadership. Bible study classes and religious meetings are conducted under Y. M. C. A. auspices. There are mission study work, social service work, sex education work, and Christian service work, all fostered by the university's strong Y. M. C. A., which has a membership of two hundred, and by the Y. W. C. A., which is correspondingly influential. In addition, Eugene itself is a city of churches, some of them among the finest in Oregon.

ARCHITECTURE.

One way the state is trying, through its support of a public university, to make itself a better state to live in is the encouragement given the profession of architecture, as looking to the erection of better houses and buildings of all kinds, more convenient, more beautiful, more lasting, more economical. Architecture calls for the exercise of the highest faculties. It shares equally the characteristics of a business, a profession and an art. In all new communities the first buildings are erected by unskilled workers, largely by rule of thumb, and generally give evidence of their origin by their life-long ugliness, inconvenience, and expense. The architect must approach the erection of each dwelling as an entirely new problem. He must fit the best knowledge of buildings that men have gained to the peculiar circum-

THE EAST GROUP

Many departments of the University will move into new quarters during the coming year, when the splendid new building voted by the people is completed. Just what branches will be taught in the East Group, here shown, had not been decided when this pamphlet went to press. These structures will probably be, for a time at least, the home of the School of Architecture. Shops and storehouses belonging to this group are hidden by the building in the foreground.

stances of site, occupants, climate, purposes, and purse. He must know of every invention and new convenience open to the building trades, he must know all materials. His scientific knowledge extends from mathematics to esthetics. No education is too good for the intending architect. Besides his general college studies, he must base his education on a thorough knowledge of materials, strains and stresses, and structural principles, which is more important in this day of tall office buildings, held together with a frame of steel, and of gigantic bridges and sea-walls. A successful architect is well remunerated. He earns from five to ten per cent. of the cost of the structure he erects.

SCIENCE AND SCHOLARSHIP.

Science is the moving power of the modern world. The greatest service to humanity is rendered by the man who pushes the boundary of the known further into the unknown. This work, unexcelled in

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HERE ONE CAN STUDY

Strangers visiting the University of Oregon for the first time seldom fail to manifest surprise and delight at the natural beauties of the site, the vine-clad halls, the profusion of Oregon roses, the delicate shrubbery, and, above all, the venerable oaks. When only the Indian roamed over Oregon's mountains, these "Condon Oaks" were growing, to add to the glory of their strength to the future campus.

honor and usefulness, is open to all, the only qualifications being brains and energy.

The student in college who gives evidence that he is the exceptional man finds doors of opportunity opening to him on every side. His financial difficulties are smoothed away by the existence of numerous scholarships in universities in all parts of the country for which he is free to compete, and after this follow fellowships, instructorships, and "chairs" or professorships.

If the high school graduate has ability, and an ambition to become a scientist or a scholar, a word of encouragement is his due. The universities in his case are only waiting to welcome him, and to second his efforts with all the power of a great organization. Like every other profession, the educational profession has plenty of room at the top, where the salaries are best and the work the most enjoyable. There are not enough college presidents in the United States to go around, although the salaries run from $5,000 to several times that amount.

THE LAW.

Where is the young man who has not thought at some time of entering public life through the practice of law? Public policy is prompting the supreme court to raise the standards for admission to this profession higher and higher each year. It is to the advantage of all the people of the state to require all lawyers to be highly qualified. The conditions of success in these days are reinforcing this social ideal. The lawyer is well paid for his public service, perhaps better paid than any other professional man, but this is true only in regard to the well-equipped and effective lawyer. The young man who tries to enter this profession without adequate preparation, risks wasting what ought to be the best years of his life.

The University of Oregon has long maintained courses in fundamental law at Eugene, and a night law school at Portland. The Eugene courses are now being developed into a full-time law school of the highest grade, and a student entering college now will have the advantage of completing a considerable part of his law work before he takes his college degree, thus saving at least a year's time while living up to the highest demands made by the courts and the profession.

A connection with the state university of one's own state gives the young lawyer the tremendous advantage of a wide acquaintance among the people of the state in which he will have to live and in which he will have to seek his clients.

SOCIAL WORKERS.

A new profession is in the process of formation in connection with what is known as social service work. Larger possibilities of community activities have been recognized in the last few years and these are already being institutionalized into systems of playgrounds, juvenile and domestic relations courts, charity organization societies, young men's and young women's Christian associations, university extension departments, literary extension work, and bureaus of research and social settlements, to say nothing of the social service of many large corporations among their employes, all of which require highly skilled workers with sociological training and frequently much knowledge of economics and statistics. These activities are drawing many young persons fired with altruistic enthusiasms which once would have had little chance of an outlet except through the ministry alone. These new professions furnish an opportunity for a life of usefulness for either a man or a woman. Nor will it be a life entirely of self sacrifice. "The

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Along this pathway, before the West Row of buildings, each year the impressive "academic procession" forms, a final ceremony no college man can ever forget. Led by president, regents, and deans, the faculty and the undergraduates march in a long line into Villard, where the big assembly hall is packed to the doors with the families and friends of the seniors. It is a solemn moment when the president hands the young Bachelor of Arts or Science the diploma admitting to the "brotherhood of learned men," and the young Bachelor of Arts looks down and sees the tear filled eyes of father or mother.

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THE DRAMA.

The stage is playing too important a part in modern life and thought to be ignored in a discussion of the callings that have an important bearing on general morality and public welfare. Through its non-professional courses, based upon utilizing the value of training in dramatics in connection with public speaking, with the study of literature, with the development of the personality and of artistic appreciation, and with the analysis of those ideas of the modern world which are finding their greatest spokesmen in the playwrights, the University of Oregon has built up a splendidly successful department of dramatic interpretation.

A wide range of dramatic literature is studied each year, and several plays are given before University and town audiences. The department has demonstrated its ability to present classical and modern drama in such a way as to attract and delight large audiences, and to furnish a splendid training to scores of students, who acquire poise, self-control and effectiveness in public appearance. Where exceptional ability develops, this work, it has been demonstrated, can be made to furnish a road also to professional opportunities not hemmed about with the fraud, humiliation, and physical and moral dangers sometimes blocking the approach to this difficult and exacting profession.

"PEER GYNT"

A. F. Reddie, professor of Public Speaking, is too well known in the towns and villages of Oregon, through his Extension work, to need introduction here. He is shown "playing opposite" a student in Ibsen's "Peer Gynt".

In the safe and uplifting atmosphere of higher education, the student can try out his abilities and determine if he is fitted for the calling which may have captured his imagination. Meanwhile, he is acquiring sound education, and developing powers he can use in that profession or in some other.

TRANSPORTATION.

Western transportation activities, which yearly are expanding, afford a constantly increasing number of openings. The young man who rises in the transportation world, however, must be one of exceptional training. Such training is never wholly practical: the youth who begins with little education at the bottom of the transportation ladder has to work by day and make up at night the deficiencies in his theoretical training. A transportation man cannot rise without the practical experience. He is likely to have to begin at the bottom anyway, but the college trained man has so much greater chance to rise, and if he rises, commonly does it so much more quickly, that the years spent

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A CLASS ROOM BUILDING

Mechanical Drawing, History of Architecture, and allied subjects were taught in this building this year. At the time of going to press it had not been decided what rearrangements would be made incident to the completion of the $100,000 building to be erected this summer.

in this initial preparation are found to return the principal many times.

University courses that fix the habits of accuracy, of perseverance. of good expression, of research, of reasoning, and that give a broad perspective, are among those recommended to the future transportation manager. Courses specifically adapted to transportation activities are "Railway transportation, a study of the economic, social and political problems connected with the railroad as a factor of modern life"; "Railway organization and operation, a study of the development of the railway systems and the railway corporation; of the function of officers and administrative departments, and the management of the different classes of traffic"; "The economics of cooperative organization"; "Higher accounting", and others.

LIBRARY WORK.

Library work is frequently thought of as a vocation for women. As a matter of fact, however, the library field is one which offers good opportunities to men. The larger public, college and state libraries, with few exceptions, have men at the head of them, and many of the

THE LIBRARY

This building will be doubled in size before the High School graduate of '14 sees it in September. This is a three-story building. The library occupies the main floor and part of the ground floor and will spread into the new wing, which will be five half-stories high, utilized for book-stacks. The building contains also several class-rooms, which have been utilized for History, Economics, Political Science, Education and English, a crowded condition that will be remedied when the new building and the additions to various other buildings are finished this year.

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Besides the field of general library administration, specialization in library work is opening a field for men with specialized training, such as is demanded by legislative and municipal reference librarians, insurance, commercial, scientific libraries and the like.

The university offers courses which help students to receive the specialized training in these fields and also provide opportunity for a general knowledge of library methods.

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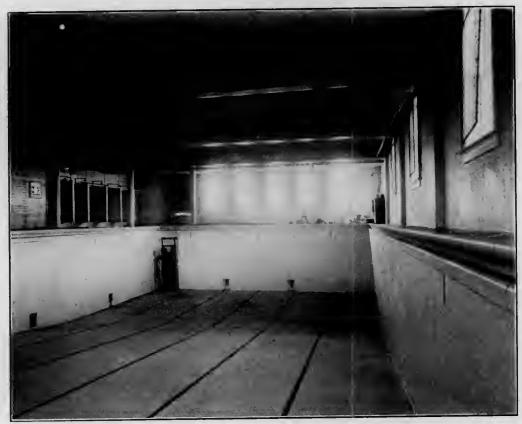
TEACHING.

The glimmer of the day when pedagogy will come into its own in Oregon is beginning to show. Dissatisfaction with some of the phases and accomplishments of the present system is general, both among teachers and among laity, and improvement is demanded. The taxpayer is gradually realizing that the investment that pays best returns is the investment in education.

What significance has this change of sentiment? It means better days for the teacher, for one thing. It also means better prepared teachers to turn out better students to become better teachers to turn out better students, and so until the whole level of efficiency in the state will be raised in proportion to the elevation in the standard of education. In Germany, for instance, insistence on better quality in education has made the empire one of the leading industrial countries in the world. Teaching in even the lower grades is there universally regarded as perhaps the most honorable of the professions, worthy in its financial return and otherwise to be chosen as a man's permanent life-work.



SWIMMING TANK

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Now is the time to prepare to become a factor in the coming educational revolution. Teachers of specialties with a broad underlying university training are more and more demanded in the Northwest. Do you desire to teach, and have you an aptitude for mathematics? Why not specialize in mathematics? For languages? For science? For English? Why not specialize in English and literature? The demand for genuine specialists will exceed the supply for many years in the Northwest high shcools.

There is at present a heavy demand for young men with athletic ability and special training in the natural or social sciences. The problem of correlating the work in the school room and on the playground offers an exceptional opportunity for educational service with ample remuneration, leading to the best administrative positions.

In conjunction with other university work, students contemplating teaching take work in the School of Education, which is one of the most important schools in the university.

The School of Education also maintains a bureau of employment for graduates. Principals or school boards desiring teachers are requested to communicate with Prof. Fred C. Ayer, Dean.

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The student who is showing progress in high school athletics will have every opportunity at Oregon to make the most of himself physically. William Hayward, trainer, physical director and track coach, and Hugo Bezdek, football, basketball and baseball coach, scan every freshman eagerly, in hope of making a "find". They never know when from some out of the way high school a star may suddenly appear. It quickly develops whether the new man has anything athletic in him or not. Three hours a week in gymnasium classes are required of all men students in the first and second years. The gymnasium is splendidly equipped, a credit to the state. A 30x60 tiled swimming tank provides recreation at all seasons. The dressing rooms are equipped with individual steel lockers.

Students undergo physical examinations and it is one of the university's objects to correct errors of form and physique. In football, baseball, basketball and track there is competition with the University of Washington, University of Idaho, Washington State College, Oregon Agricultural College and sometimes lesser schools. Other games played are handball, soccer football, golf and tennis. Instruction is

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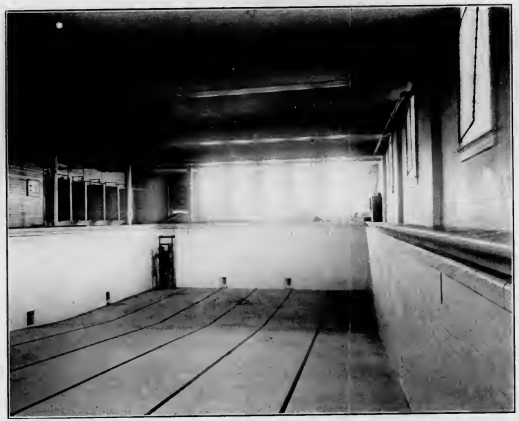

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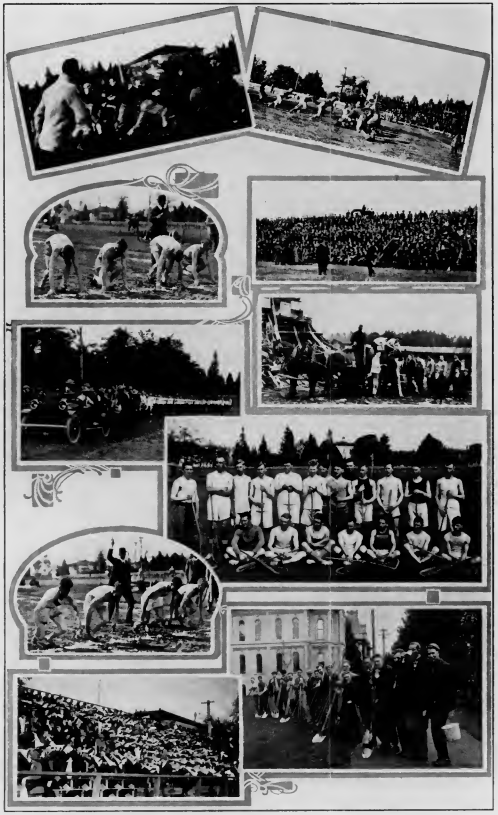

NOT ALL WORK AND NO PLAY

Football—track-building freshmen bon-fire—lacrosse—laying a cement side-walk for the honor of the class.

MEN'S GYMNASIUM

Nothing very "classic" or "ivy-clad" about this building, but it is one of the best all-round gymnasiums in the Northwest, and one of the largest. It contains a main hall, locker rooms, shower bath rooms, swimming tank, rubbing rooms, trainer's offices, physical examination room, trophy cases filled with mementos of victories over the other colleges of the Northwest, hand-ball court, running track, and a commodious observation balcony.

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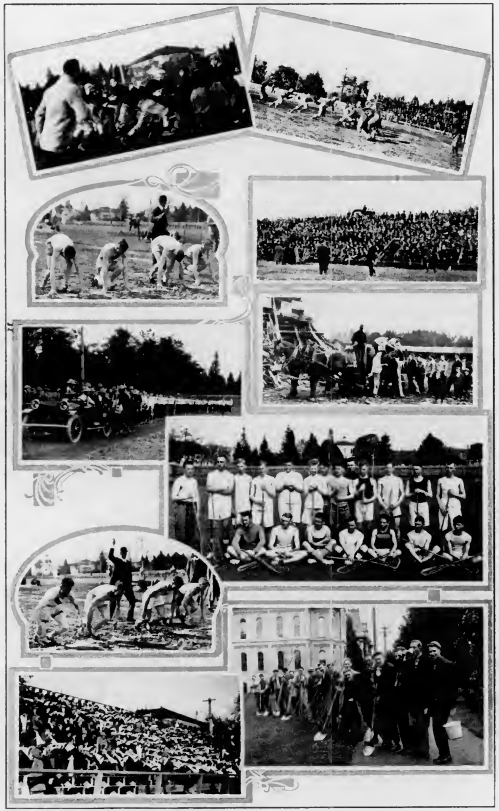
In addition to furnishing recreation, conserving health and correcting physical defects, the athletics has a vocational value. A special course is given for students desiring to teach athletics as part of their intended high school work. The strong demand for teachers thus equipped is described in the section on "Teaching" in this pamphlet. A special course is made available also for those who intend to become teachers of gymnastics.

A feeling that athletics has a distinct educational value has developed in most universities. It is believed to teach cooperation, teamwork, good sportsmanship, and in an indirect but effectual way, good citizenship. It is fostered and guided accordingly, for its moral as well as its physical value. Some of the fine personal qualities making most directly for success in life can be inculcated on the athletic field to perhaps better advantage than in the class room. The day is past when education can overlook its duty of developing a fine physique, and the stamina, perseverance, self control, address, poise, and confidence that



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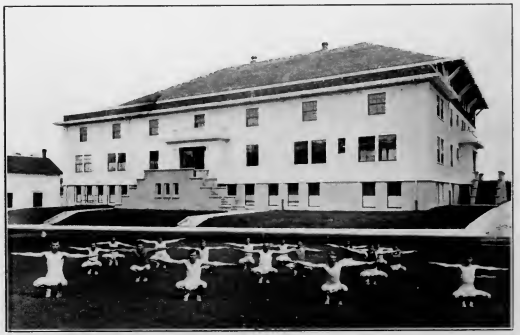

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MUSIC

The University has established comprehensive courses in music for several reasons of public policy. Music is a powerful factor for happiness in the Oregon home and Oregon community. It must become still more powerful. The cultural value of music is great. It is an indispensable element in entertainment. It is almost equally indispensable in a worth-while emotional life. The state university, whose chief function is upbuilding the individual and the home unit of the state, has, accordingly, considered it proper to give especial attention to this branch of the arts.

The faculty of the School of Music consists of ten persons, most of whom devote their entire time to University pupils. Instruction is given in voice, piano and violin and in the various branches of theory

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The Oregon Glee Club has an enviable reputation. The "home" concert is always one of the events of the year, and the Club is welcome all over Oregon and neighboring states when it makes its "trips" in the Christmas and Easter vacations. Tryouts are held each autumn and every voice is given a full hearing.

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psychology, and one of education, as well as four years of music. These general culture subjects are taken concurrently with the musical course.

The young woman who has taken the B. Mus. degree is splendidly equipped to teach. As a person of culture and accomplishment she should be a person of influence in any community.

Students enrolled in the Bachelor of Arts courses are permitted to take music throughtout all four years of their work, two semester hours credit being given.

"Praise the generous gods for giving
In a world of wrath and strife,
With a little time for living,
Unto all the joy of life."

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Vocations for Women.

(By Julia Burgess)

No change in the rapidly altering modern world has been more sudden or more complete than that affecting the industrial position of woman. To her within a single generation virtually all professions

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Such scenes as these, which meet the eye at every turn, ought not to be attributed to Oregon's wonderful natural beauty alone. The University's superintendent of grounds, Mr. H. M. Fisher, is without superior as a gardener and landscape artist.

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One result of the sudden opening of the professions to women has been an oversupply, in almost all lines of activity, of untrained and inadequately trained women workers. This condition must be only temporary. Women must fit themselves for their work as thoroughly as men do for theirs. For the vocations enumerated below—a list by no means comprehensive—women need college training; and under present conditions of competition if a university education is a good investment for an ambitious young man it is doubly so for a young woman.

Whether a woman is preparing for a vocation or not, it is worth while for her to go to college. She should go to enlarge her mental vision. A liberal education should liberalize, should set one free from narrow and intolerant views, should make one keen to discern truth, and open minded to receive truth wherever it is found. The influence of four years among books, among lectures, among ideas, should sharpen judgment, soften prejudices, widen sympathies. It should do more than this. It should create ideals and energize character.

TEACHING.

Women, because of their patience, their sympathy, their conscientious attention to detail, their instinct for the supervision of the young, have turned to the teaching profession as the natural field of their endeavor. There is still great need for them there. New schools are being opened; old schools are crowded; union high schools are increasing in number; two year high schools are extending their courses; standards for teachers are constantly advancing and increased pay goes with more adequate preparation. The demand for good teachers is always greater than the supply. A standard college degree, representing fifteen hours of professional training, is the present requirement for high school positions in Oregon. In the University of Oregon 143 teachers are now taking such training; 60 are actively engaged in practice work; 54 obtained excellent positions last spring. The number is limited only by the number who avail themselves of the advantages the University offers.

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LIBRARY WORK.

Library work offers one of the best vocations for women, and demands college trained minds. The best library schools require a college degree for entrance, and the new profession of library administration and public service requires of its members training in economics, sociology and law, such as can be obtained only in a university. Specialized librarians, fitted to have charge of one department of a large city library, or to do work for some business organization or some department of government, are now in demand; and a woman student

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SOCIAL SERVICE.

The same qualities that lead a woman to success in teaching fit her for social service. Women are becoming leaders in such work, and the attention of the women of the University of Oregon is turning more and more in this direction.

In preparation for such a vocation the young woman needs thorough

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Y. W. C. A. secretaries are needed, but they must be young women of broad views, capable of inspiring and leading college women. Settlement workers and social center organizers are needed; but there is nothing more futile than to attempt the work of the settlement or the social center with nothing but good will as a qualification. Florence Kelley and Jane Addams are two among many illustrations of the fact that the women who lead in this kind of work are not only women of general culture, but also diligent students of the special sciences on which their calling is based. Salaried officers of Child Welfare commissions, of Sanitary surveys, of Consumers' leagues, and many other organizations, must be equally well equipped.

CHILD WELFARE COMMISSIONS.

New professions are constantly being added. Women are often chosen as officers of the Juvenile Court in view of their special ability to deal with many cases of juvenile delinquency. School psychologists are employed to apply tests to exceptional and defective children. A new profession has arisen, that of Protective Secretary for women and girls. This office is usually filled by municipal appointment and is under the department of public safety. The work of Protective Secretary is preventive social service. The secretary attempts to find the cases that might perhaps ultimately reach the courts of law and to give the help and counsel that will prevent their reaching that stage. She is a positive factor in a community for social morality. For all these professions great profit will be derived from the study of psychology, especially of courses in Adolescence, Abnormal Psychology and Mental Hygiene, offered in the University of Oregon.

PLAYGROUND WORK.

Playground workers and organizers of public recreation in general are demanded by our new sense of social responsibility. There are now eight cities in Oregon maintaining public playgrounds. Special instruction is given for such work in a course on Play and Playgrounds in the department of Physical Training for Women, and many young women have already been sent out to fill important positions as playground workers. Numerous specialized vocations are grouped around this

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FOLK DANCING

Health is never forgotten in modern education, and this is especially true in the case of young women. The old "calisthenics" has grown into many far more advantageous forms of exercise. These girls, after graduation, will know how to teach children to develop healthy bodies, be it in homes or on playgrounds

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The University of Oregon has a well developed department of physical training for women, in charge of a physician, Dr. Bertha Stuart. Besides maintaining a high average of health among the women students of the University, and developing the strength and stamina of the future mothers of the race, the department offers numerous classes of a strictly professional character. The spirit of the age calls for better care of women's health in all walks of life, and this duty, whether under private or public auspices, is being very largely placed in the hands of women experts. New positions at good pay are numerous in schools and gymnasiums, and to fit students to fill the best of these positions courses are offered not only in practical gymnastics, folk dancing, etc., but in the principles that underlie gymnastic work.

WOMEN'S GYMNASIUM

Once this building was the men's gymnasium and served for the whole University in a day of smaller things. The picture does not show a recent wing to the right. Venerable without, this building within is all that could be asked in scientific equipment. Its white enamel and nickel plate represent an expert instructor's desire to get the best there is to safeguard the physical well-being of Oregon's young women.

Combined with the very thorough laboratory courses in other departments this instruction constitutes a pre-nursing or premedical training that fully prepares a woman for the college of medicine, or for branches of the medical profession less exacting and hazardous than that of general practice. The modern feminist movement is making an ever enlarging place in the world for the woman physician, as well as for the nurse, and the physical director.

OTHER VOCATIONS.

Still other vocations open themselves before women. A woman may, like a man, go into business. If so, all the courses in commerce, banking, accounting, are of value to her. Women bankers are not unknown and women accountants are numerous. The new field of politics is attracting women, and it is important that the woman who enters public office should be not the wirepulling intriguer, but the educated, thoughtful, purposeful university woman. Journalism is calling into its ranks many young women who have facility in writing. Lucrative positions are open to women experts in science as city chemists, to make examination of food products, milk supply, etc. Women are employed as chemical and biological analysts in university, commercial and governmental laboratories. Expert linguists can obtain governmental positions as translators.

ARTISTRY.

A solid basis of scientific knowledge should underlie much art work. This is true in photography, where superior effects can be attained by one who understands the principles involved. It is true also in the designing of textiles, of furniture, of letter-press; in art metal work, and arts and crafts in general. Architecture affords an

A CAMPUS LAWN

In the center, partly hidden by a tree, is the University power-house. All buildings are heated from this central plant, which also develops electricity for lighting and for running machinery, and maintains water pressure for fire protection. The adjoining buildings will contain the studios and workrooms connected with the School of Fine Arts.

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The new department of Fine Arts is designed to make it possible for students to obtain full art training in the University of Oregon. Courses in Architecture, Drawing, History of Art, Esthetic Theory, and Practical Application of Principles of Appreciation are the nucleus for courses in drawing, painting, decorating, landscape gardening, designing, pottery, and arts and crafts. The University of Oregon

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Nowhere is there a more delightful atmosphere for women than at the University of Oregon. None of the discriminations sometimes found in eastern institutions prevail. Opportunities are as freely open to women as to men. Women occupy important class offices

"THE BUNGALOW"

The University Women built this bungalow. It stands as the property of the Y. W. C. A., and serves as a central meeting place for the women students and women of the faculty. The charming interior consists principally of a large assembly room, brightened by a handsome fireplace, where many a gathering serves to bind closer the ties of friendship, to cherish which the structure was planned.

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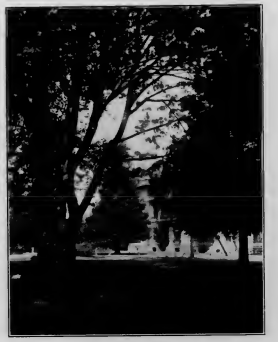
of opportunities to achieve distinction in dramatic work under the able training of the teacher of Dramatic Interpretation—taking part in such plays as Peer Gynt, As You Like It, The Servant of the House.

Women have their own religious organization, the Y. W. C. A., with a membership of more than one-half the women students. This organization holds well-attended and interesting weekly meetings addressed by speakers from among faculty, townspeople, students, and visiting missionaries and workers. It has its own home, The Bungalow, a most attractive building, which is the social headquarters for all the women of the University. The Eutaxian Society gathers together a large number of women bi-weekly for discussion of literary and current topics. The Women's League, the largest women's organization, includes in its membership every woman in the University. Its purpose is to draw all the women together in most democratic relation for the discussion of their common interests and the interests of the college, and to adopt such policies as shall best promote these interests. The Agora, a subdivision of the Women's League, is a department for civic study and municipal and public aid.



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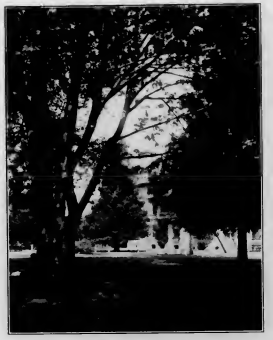

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Life at the University.

(By Colin V. Dyment)

The charm of life at the University of Oregon has always been a source of wonder. Professors coming from big eastern institutions remark this atmosphere immediately. Alumni remember it with utmost affection. The famous college song, "Oh Oregon", reflects it in these words:

There's a pretty little village in a valley in the west;
Past the village winds a river, fed by snows on mountain's crest,
On its banks there stands a college, full of dignity and fame,
And the Varsity of Oregon is the institution's name.

For her sons are just as noble and her daughtors just as fair
As the noblest and the fairest that e'er breathed the living air,
And her spirit's always loyal, and we'll have the world to know,
That the bonds can ne'er be broken formed in dear old U. of O.

The charm of life at Oregon is doubtless due in great degree to extreme democracy. It is an institution yet unspoiled. The faculty realizes that this is an asset nothing could replace. Every effort is made to preserve it.

With all the hard work at Oregon goes a proper amount of social life. It is a regulation adopted by most groups of students themselves that Monday, Tuesday, Wednesday and Thursday nights shall be devoted to study, and if a student falls behind with his class work and is "posted", his group usually prohibits him from going out at all until the "post" is taken off. Class functions, University affairs, dormitory, fraternity and sorority house receptions, Y. M. C. A., Y. W. C. A., Women's League events contribute to a social round that obviates social isolation, friendlessness or homesickness.

Merit alone counts at Oregon. Whether it appears in the banker's son, or whether it is seen in the student who is washing dishes for his board it gets equal recognition. In fact, other things being equal, the student working his way is likely to be given a shade the better of it if a college distinction is to be made.

Here is an inkling of the cost of living at the University: Rooms cost from 75 cents to $3 a week; board from $3 to $5 a week; the incidental fee payable by students in all departments each year, $10 for the year; student body tax, which admits to all contests and student

OLD MEMORIES

The departing graduate is loath to sever the ties that have grown so strong in four years. The graduating class always leaves a memento of some kind to recall its loyalty to the minds of future generations This fountain was both designed and built by members of the class of '13, and was unveiled during their Commencement Week.

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In Mary Spiller Hall, the dormitory for women, excellent board can be had for $3.50 a week. Double and single rooms rent from $7.50 to $15.00 a semester, according to location. The house is one of the best built in Eugene, beautifully situated and thoroughly sanitary.

Forty-four students reside each year in the men's domitory. They receive excellent board for $3.50 a week each, while room rent is only $20 for the entire academic year. The whole cost for board and room to a dormitory student for the 39 weeks of the college year is thus only $156.50; which some of the students reduce materially by doing housework about the dormitory.

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Eugene, the "village" of the venerable song, now has 14,500 population. University and town are in perfect harmony. The town is one of the most prosperous, cleanest and prettiest in the Northwest. There are no saloons. The Eugene high school has 600 students and is one of the largest in Oregon outside of Portland.

"Let a man contend to the uttermost
For his life's set prize, be it what it will."

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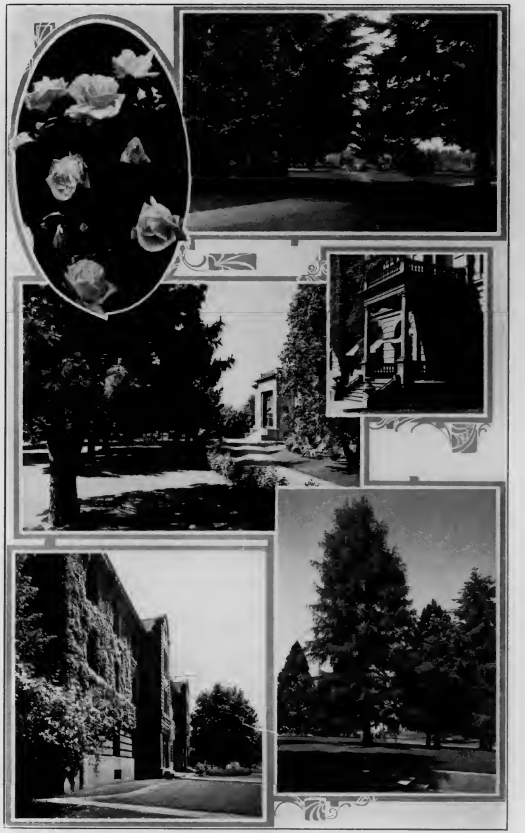

THE OLD PATHWAYS—THRESHOLDS AND WALKS

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Botany—Phenogamic botany; cryptogamic botany and taxonomy of phenogams; structural botany and plant histology; plant physiology and morphology; medical botany; bacteriology; economic botany; systematic botany; general biology; biology demonstration; research; sanitary hygiene; pedagogical colloquium (for intending teachers).

Chemistry—General chemistry; analytical chemistry; physiological chemistry; advanced inorganic chemistry; advanced analytical chemistry; industrial chemistry; physical chemistry; electro chemistry; chemical engineering; sanitary chemistry.

Economics and sociology—Economic and social history of England; economic and social history of the United States; the principles of economics; the elements of sociology; the labor problem; public finance; money, banking and economic crises; history of economic thought; distribution of wealth; railway transportation; pools, trusts and combinations; conservation and commonwealth research; modern sociological thought; socialism and social reform; railway organization and operation; the economics of cooperative organization, for main lines of Oregon business organization; the principles of efficiency in the affairs of school districts, counties, municipalities and state governments.

Education—Principles of education; history of education; pedagogical psychology; genetic psychology; school administration; organization of common school curricula; scientific methods of study; philosophy of education; secondary education; library methods; practice teaching in the high schools. For graduates and advanced students, experimental education is taught.

English—English composition and rhetoric, with daily themes, essay writing, short story writing and verse composition, as desired; Anglo-Saxon; history of the English language; English phonology; outlines of English literature; Chaucer; Scottish poets; history of English epic and lyric poetry; history of English drama; Wordsworth; William Morris; Shelley; Browning; the Georgian poets; the Victorian poets; Edmund Spenser; Milton; Shakespeare; the contemporaries of Shakespeare; English prose writers of the eighteenth century; social problems in the English novel; living English writers; the relation of

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Geology—General course in geology; economic geology; crystallography and mineralogy; petrology; field geology; paleontology; ad-

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Germanic Languages and Literature—Elementary German; advanced German; classical drama; German fiction and contemporary literature; modern German drama; German poetry; Heine's prose; Goethe's Faust; historical German; scientific German; teaching of modern languages, especially German; advanced German composition; German conversation; general history of German literature; Scandinavian literature; German culture and civilization; Germanic mythology; the nineteenth century German novel; Middle High German; Old High German; Gothic and elements of comparative German grammar; his-

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Scandinavian Languages and Literature—Elementary Swedish; elementary Norwegian.

Greek Language and Literature—As Greek is not taught in Oregon high schools, the university offers first and second year Greek as well as the college courses.

History—World movement of past century in America; world movements of past century in Europe: the great historians; Renaissance and Reformation; England since beginning of seventeenth century; political and constitutional history of the United States; American statesmanship and statesmen; the Middle Ages; the American revolution; contemporary world politics; recent American history; French revolution and Napoleon; seminar in western history.

History of Art—Ancient and medieval art; modern art.

Journalism—Newsgathering and newswriting; advanced newswriting; newspaper editing and organization; newspaper policy, ethics and editorial writing; advanced newswriting based upon present world movements; advertising; the law of the Press.

Latin Language and Literature—Thirty-seven courses are offered to undergraduates and graduates.

Mathematics—Advanced algebra and plane geometry; advanced algebra; trigonometry and analytical geometry; analytical geometry and calculus; differential and integral calculus; graphical methods; advanced algebra and spherical trigonometry; history of mathematics; teaching of mathematics; differential equations; higher algebra; determinants and theory of equations; solid analytical geometry; advanced integral calculus; theory of functions of a complex variable; projective geometry; analytical mechanics; differential geometry; eliptic functions; substitution groups, theory of numbers.

Astronomy—General astronomy, practical astronomy.

Philosophy—Greek and medieval philosophy; modern philosophy; principles of logic; principles of ethics; Kant-Critiques of Pure Reason and of Practical Reason; Herbert Spencer—First Principles and Synthetic Philosophy.

Political Science—American government; European governments; elementary law; constitutional law; international law; law of officers; political internationalism; municipal government; government of Oregon; practical legislation; political theory.

Physics—Essentials of physics; general physics; physical measurements; selected topics; history of physics; teaching of physics; analytical mechanics; electrical measurements; thermodynamics; molecular physics; theory of light; harmonic motion; advanced mathematical physics; advanced laboratory and research.

Psychology—Elementary general psychology; experimental and physiological psychology; abnormal psychology; mental hygiene; psychology of feeling and emotion; psychological problems.

THE EAST DRIVE

When the wheels of the station wagon crunch the gravel of the East Drive, and leave the trunk at the door in the foreground, the new student begins to feel he has become one in the long line of Oregon tradition. Then begins the process that is to inspire him with the famous "Oregon Spirit" of win or die. He enters a boy; four years later he departs a man, ready and well equipped to challenge the future.

Public Speaking—Vocal culture and platform deportment; advanced vocal culture; extempore speaking; freshman debating; the public speech, its composition and forms; parliamentary procedure; Commonwealth Club studies.

Romance Languages and Literatures—Elementary French; advanced French; history of French literature in the seventeenth century; history of French literature in the eighteenth and nineteenth centuries; French conversation; history of French civilization; lectures on French, Italian and Spanish literature of today; old French; teaching of French and Spanish; elementary Spanish; advanced Spanish; classical Spanish; elementary Italian; advanced Italian; Dante and Tasso; Branner's Portugese grammar.

Zoology—Introductory courses; teachers' courses; advanced courses in zoology, anatomy and physiology; pre-medical courses; invertebrate zoology; vertebrate zoology; comparative anatomy; histology; vertebrate embryology; physiology; seminar and research laboratory courses; elementary physiology; nature study; mammalian anatomy; bionomic problems; marine zoology; studies of birds.

School of Education—Correlates and organizes all of the forces in the university leading to efficiency in the profession of education.

tory of German literature to the nineteenth century; physiological phonetics.

Scandinavian Languages and Literature—Elementary Swedish; elementary Norwegian.

Greek Language and Literature—As Greek is not taught in Oregon high schools, the university offers first and second year Greek as well as the college courses.

History—World movement of past century in America; world movements of past century in Europe; the great historians; Renaissance and Reformation; England since beginning of seventeenth century; political and constitutional history of the United States; American statesmanship and statesmen; the Middle Ages; the American revolution; contemporary world politics; recent American history; French revolution and Napoleon; seminar in western history.

History of Art—Ancient and medieval art; modern art.

Journalism—Newsgathering and newswriting; advanced newswriting; newspaper editing and organization; newspaper policy, ethics and editorial writing; advanced newswriting based upon present world movements; advertising; the law of the Press.

Latin Language and Literature—Thirty-seven courses are offered to undergraduates and graduates.

Mathematics—Advanced algebra and plane geometry; advanced algebra; trigonometry and analytical geometry; analytical geometry and calculus; differential and integral calculus; graphical methods; advanced algebra and spherical trigonometry; history of mathematics; teaching of mathematics; differential equations; higher algebra; determinants and theory of equations; solid analytical geometry; advanced integral calculus; theory of functions of a complex variable; projective geometry; analytical mechanics; differential geometry; eliptic functions; substitution groups, theory of numbers.

Astronomy—General astronomy, practical astronomy.

Philosophy—Greek and medieval philosophy; modern philosophy; principles of logic; principles of ethics; Kant-Critiques of Pure Reason and of Practical Reason; Herbert Spencer—First Principles and Synthetic Philosophy.

Political Science—American government; European governments; elementary law; constitutional law; international law; law of officers; political internationalism; municipal government; government of Oregon; practical legislation; political theory.

Physics—Essentials of physics; general physics; physical measurements; selected topics; history of physics; teaching of physics; analytical mechanics; electrical measurements; thermodynamics; molecular physics; theory of light; harmonic motion; advanced mathematical physics; advanced laboratory and research.

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ON THE BANKS OF THE WILLAMETTE

The Willamette River is shown flowing past the campus on its way to the Columbia and the sea. Hidden by the trees in the foreground is the mill-race, where the students enjoy the pleasures of canoeing in the fall and spring months. The camera has failed to catch the Coburg hills in the background. The hills come down near to Eugene, and furnish opportunity for many a health-giving Saturday tramp and climb.

School of Law—The law school is in Portland and has courses extending over three years of nine months each. Two years of law will be given at Eugene this year and the complete three years next year.

School of Medicine—The medical school is in Portland, in close proximity to the hospitals. It was established in 1887 and has exceptional clinical advantages and a splendid staff. The laboratories are well-equipped. Four years work is required. For entrance not less than one year of college work is essential.

School of Music—The degree of Bachelor of Music is given students who complete the prescribed courses, which include certain language and other requirements. The enrollment in the School of Music is this year more than 200.

Other departments of the University are the graduate school, the correspondence school and the summer school.

INFORMATION CONCERNING ANY DEPARTMENT OR ANY BRANCH OF THE UNIVERSITY WORK CAN BE OBTAINED BY WRITING TO A. R. TIFFANY, REGISTRAR, UNIVERSITY OF OREGON, EUGENE, OREGON

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